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ABSTRACT

The Conference was requested to study the following topics: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of lifelong education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international cooperation for the promotion of physical education and sport. Appended to this report are the agenda and listing of member states and organizations, a summary report on physical education and sport in the United States, and addresses given at the conference. (JD)

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First International Conference
of Ministers and Senior Officials
Responsible for Physical
Education and Sport in the
Education of Youth

Convened by the
United Nations Educational, Scientific and Cultural Organization

Paris, France
April 5-10, 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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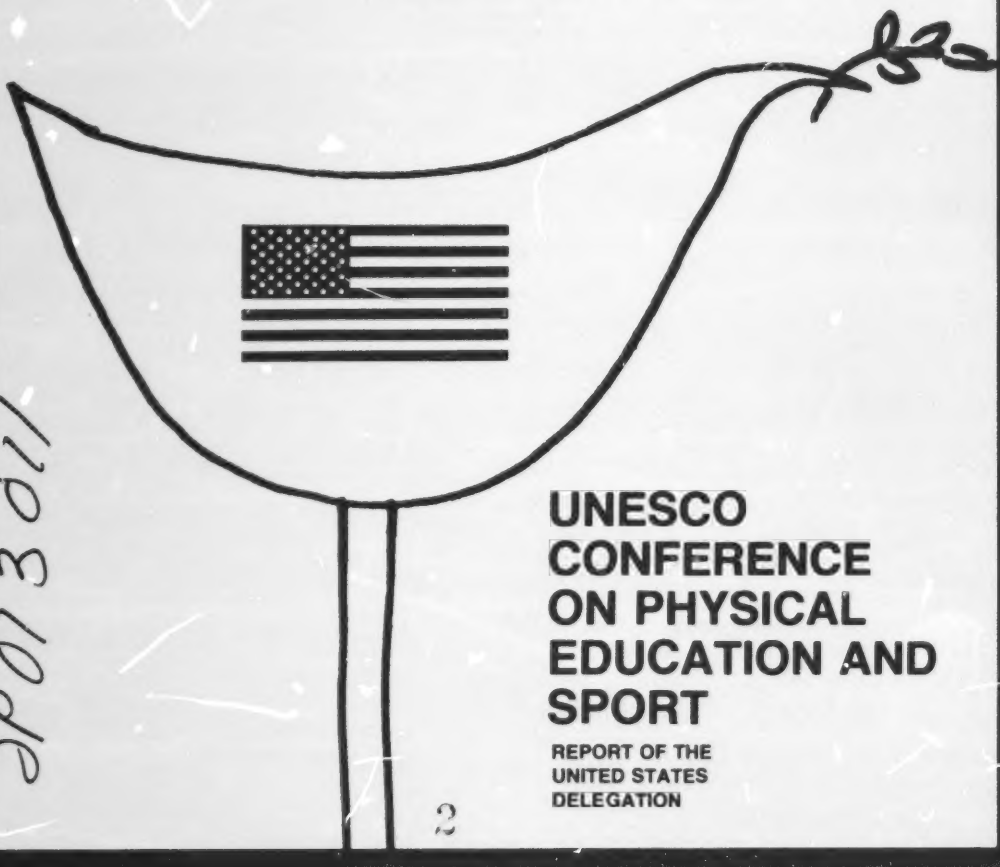

UNESCO CONFERENCE ON PHYSICAL EDUCATION AND SPORT

REPORT OF THE
UNITED STATES
DELEGATION

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Contents

v Preface

1 Chapter I
Overview

6 Chapter II
The Work of the Conference

12 Chapter III
The Unesco Response

19 Chapter IV
The Meaning and the Challenge

APPENDIX

27 Agenda and Conference Officers

29 States and Organizations

32 Summary Report on Physical Education and Sport
in the United States of America
Duane J. Mattheis

38 Opening Address
Amadou-Mahtar M'Bow

47 Address, Final Plenary Session
Amadou-Mahtar M'Bow

52 Closing Address
Abdallah Fadel

56 Member States with Exhibit Contributions

Preface

This report, prepared for general distribution, is based upon the following documents:

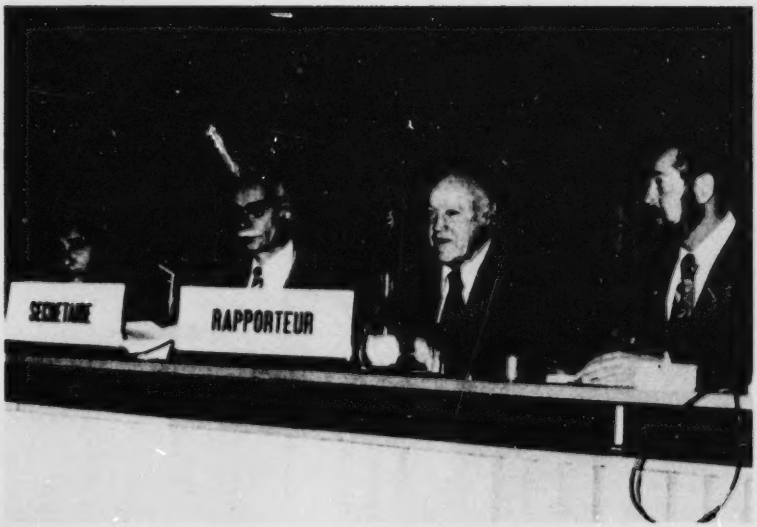
- *Official Report of the U.S. Delegation*, presented to the Secretary of State, June 1976.
- *Final Report*, issued by the Unesco, October 1976.
- Reports of actions taken by the Unesco General Conference during its Nineteenth Session, Nairobi, Kenya, October-November 1976

The American Alliance for Health, Physical Education, and Recreation prepared this report for publication under a contract with the U.S. Office of Education, Washington, D.C.

Related publications available through Education Resources Information Center (ERIC):

- U.S. Office of Education. *Current Conditions and Perspectives in Physical Education and Sport in the United States of America.* A status report to Unesco. January 1976. Accession No. SP010778.
- Unesco. *The Role of Physical Education and Sport in the Education of Youth.* A working document for the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport. February 1976. Accession No. SP010776.
- Unesco. *Final Report of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.* October 1976. Accession No. SP010777.

These publications are available at any site carrying the ERIC microfiche collection, or may be purchased in either microfiche (MF) or xerographic copy (HC) from the ERIC Documentation Reproduction Service (EDRS), PO 190, Arlington, VA 22210.



Commission I in Session. From left to right, Captain Navio Anibal Carrillo, Minister of Education and Sports, Ecuador; Chairman, Commission I, Mr. M. Soler Roca, Division of Literary and Rural Development, Unesco; Secretary of Commission I, Mr. Simon A. McNeely, U.S. Office of Education, Rapporteur of Commission I; Dr. Nicolaas J. Moolenijzer, Program Specialist for Physical Education and Sport, Unesco.

Chapter I
Overview

Background

The First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, convened by Unesco in cooperation with the International Council of Sport and Physical Education, was held in Paris, April 5-10, 1976.

The Conference took place in accordance with the work plan relating to resolution 1.222.1 (e) (i) adopted by the General Conference at its 18th session, and was required by its terms of reference to study:

1. The present situation of physical education and sport in the education of youth;
2. The role to be played by physical education and sport in the education of youth in the perspective of lifelong education;
3. The strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport;
4. International cooperation for the promotion of physical education and sport.

The Director-General invited the U.S. Government to participate in conformity with decision 4.1.1 adopted by the executive board at its 97th session. The U.S. Department of State advised the U.S. Commissioner of Education of the invitation. The Commissioner agreed that the U.S. Office of Education would provide leadership and services in the preparations for the Conference and would enable staff members to serve as delegates as determined by the State Department. The Office developed a report on the status of physical education and sport in the U.S. along with statements concerning national promotion of and international cooperation in these programs. This report was responsive to an extensive questionnaire from the Unesco Secretariat. The Office also prepared an exhibit which was displayed during the Conference in Paris and cooperated with appropriate officials in HEW and the Department of State in suggesting possible delegates and in preparing position papers and statements to be used at the Conference.

The Conference was attended by the delegations of 101 Member States and associate members. Almost all of the delegations were headed by ministers of education or of youth and sports or by other high level government officials. Also present were observers from one non-member state, three intergovernmental organizations and 19 international non-governmental organizations. (A list of the nations and organizations that were represented may be found in the Appendix, page 29.)

This meeting, according to the Unesco Secretariat, was the largest ever assembled by Unesco other than the sessions of the General Conference (Unesco governing body.) This response was indicative of the significance of the subject and timeliness of the meeting.

Participants

U.S. Delegation. The following persons were members of the official U.S. delegation:

Duane J. Mattheis
Head of the Delegation
Executive Deputy Commissioner, U.S. Office of Education

Simon A. McNeely
Senior Program Coordination Officer, State and Local Educational Programs, U.S. Office of Education

Carl A. Troester, Jr.
Director, Public Affairs and Legislation (retired Executive-Secretary), American Alliance for Health, Physical Education and Recreation; also Secretary-General, International Council for HPER.

Leona Holbrook
Professor of Physical Education (Director Emeritus, Physical Education for Women), Brigham Young University; also President, American Academy of Physical Education and Past-President, AAHPER.

Wanda H. Jubb
Specialist for Health and Physical Education, Michigan State Department of Education; also President, Society of State Directors, HPER.

Sammy Lee, M.D.
Member, President's Council on Physical Fitness and Sports; former Olymipic Diving Champion

Robert O. Jones
Director of Internatonal Sports, Bureau of Education and Cultural Affairs, U.S. Department of State.

Stewart Tinsman
Education Attache
U.S. Permanent Delegation to Unesco, U.S. Department of State

In addition, William Jones, Minister-Counselor, and Robert Maxim,

Second Secretary of the U.S. Permanent Delegation to Unesco participated.

Lloyd Arnold was an observer, representing the International Council of YMCAs, one of the non-governmental organizations. Dr. Arnold is national director of health and physical education for the YMCA in the U.S.

Unesco sponsored a Youth Forum that ran concurrently with the Conference. Twelve young people involved in national and international organizations participated. Nadine Dombrowski, a student at George Washington University, Washington, D.C., was selected by the American Alliance for Health, Physical Education, and Recreation.

Rules of Procedure, Agenda

The Conference, by acclamation, adopted the Provisional Rules of Procedure after amending one article (increasing the number of vice presidents of the Conference). The Conference also adopted an Agenda based upon the Provisional Agenda (Appendix, page 27). The Agenda essentially provided for: five introductory and organizational items plus item 6 (present situation of physical education and sport programs in the education of youth) and item 7 (role to be played by physical education and sport in the education of youth in the perspective of lifelong education) which were dealt with in plenary sessions lasting Monday through Thursday noon.

Simultaneous sessions of two Commissions continued from Thursday afternoon until Saturday afternoon. Commission I dealt with item 8 (strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport). Commission II discussed item 9 (international cooperation for the promotion of physical education and sport). The final plenary on late Saturday afternoon considered items 10 and 11 (adoption of the report and closure of the Conference).

Organization of the Conference

The opening plenary session featured a keynote address by the Director-General of Unesco, Amadou-Mahtar M'Bow (Appendix, page 38). Other distinguished speakers included: Lord Killanin, President of the International Olympic Committee; Pierre Mazeaud, Secretary of State for Youth and Sport and Head of the French Delegation; and the Right-Honorable Philip Noel-Baker and Jean Borotra, representatives of the International Council of Sport and Physical Education.

The session was recessed so that the heads of the delegations could meet to nominate members of the Bureau of the Conference. The plenary session reconvened and selected the following officers by acclamation:

President — Abdallah Fadel, Minister for Youth and Sport, Algeria

Vice Presidents — the Heads of Delegations of Belgium, Bulgaria, Canada, Cuba, Egypt, Gabon, Ghana, Guyana, Indonesia, Iran, Tunisia, USSR, Upper Volta and Yugoslavia

Rapporteur-General — Pierre Mazeaud, Secretary of State for Youth and Sport, France

The nominating session also named the chairmen of the two Commissions who were accepted by acclamation in the plenary. They were:

Commission I — Captain Navio Anibal Carillo, Ecuador (Item 8, National Promotion of Physical Education and Sport)

Commission II — S. Nural Hasan, India (Item 9, International Cooperation in the Promotion of Physical Education and Sport)

The first order of business in each Commission meeting was the completion of the election of Commission Bureau members. The results, accepted by acclamation in both Commissions, were as follows:

Commission I

Vice Presidents: Representatives of Tanzania, Denmark, Romania and Syria

Rapporteur: Simon A. McNeely, U.S.A.

Commission II

Vice Presidents: Representatives of Finland, Portugal, Dominican Republic and Sudan

Rapporteur: Felix Tonye Mbog, Cameroon

The Chairman and Rapporteur of each Commission served on the Conference Bureau as well as on the respective Commission Bureaus.

Work of the Committees

As already mentioned, one Commission was to study item 8 (on national promotion) and the other, item 9 (international cooperation in promotion of physical education and sport). Since it was not feasible to confine the discussions to such discrete areas, there was much overlapping between the two Commissions.

The U.S. prepared two sets of recommendations on schedule, one for each Commission. All of these recommendations were approved in substance (and often in the same wording) in the Commissions and ultimately in the final plenary session.

Commission I's discussion report and recommendations were approved without serious debate and with only minor changes in a few items. The report of Commission II and several of the recommenda-

tions considered by that group elicited extensive discussion. Among the more troublesome points were the following: (1) the proposal of an international body to coordinate sports and physical education and the relationship of such a body to Unesco and to existing organizations such as the International Olympic Committee and the international sports federations; (2) favorable references and linkages to the Helsinki Conference of 1975 and "the new economic order" of the Third World; (3) "institutes" for the training of personnel by Unesco and/or others; (4) financial aid to the developing nations for the training of personnel, the provision of facilities and equipment, and the transportation of athletes in international competition; (5) the role, structure and financial obligations of Unesco for increased services in physical education and sport; and (6) the resources and responsibilities of the several international organizations, particularly the International Council for Sport and Physical Education (ICSPE) and the International Council on Health, Physical Education, and Recreation (ICHPER), and their relationships to Unesco and to each other. The concerns of some of the Western nations with regard to these points were generally met in that certain desired qualifiers were used or deletions made in the draft recommendations.

Final Plenary Session

The Rapporteur-General distributed a Draft Final Report at the final plenary session and presented an oral review of its substance. This document was prepared before the final Commission sessions on Saturday morning and, therefore, did not reflect some of the discussions, particularly those of Commission II referred to above. The Draft Report was based on statements relating to items six and seven presented by Member States at the earlier plenary sessions and a review of various draft recommendations that were prepared for discussion by the Commissions. The Rapporteur-General's report was approved by acclamation. The cleaning-up and organization of of the recommendations, as well as plans for follow-up and implementation, were left to the Unesco Secretariat. The meeting closed with highly supportive statements by the President of the Conference, Abdallah Fadel, Algeria, and the Director-General of Unesco, Amadou -Mahtar M'Bow. (See Appendix, pages 38-55.)

Chapter II
The Work of the Conference

This Conference will stand as a landmark in the advancement of physical education and sport for the people of the world. That Unesco has given serious attention to the contributions of these disciplines within the context of lifelong education has elevated these programs for both school and out-of-school youth and has focused worldwide effort on the expansion of opportunities and solution of problems. Participation of delegates from so many nations, including a large number with ministerial rank, has added significance to the Conference.

The following main ideas and recommendations expressed during the Conference reflect a strong consensus and adoption by the Conference:

Physical Education and Sport and the Rights of Humanity

- Physical education and sport contribute significantly to the complete and harmonious development of each person and to his/her functioning as a responsible member of society.
- Physical education and sport help increase bodily strength, endurance, coordination and skill, improve health and hygiene, and are vital to the maintenance of one's physical potential threatened by the industrial environment and the constraints of modern life. But physical education and sport can also contribute to the building of a positive self-concept, to perceptual-motor development, and to the enhancement of the intellectual, cultural, aesthetic, emotional and moral qualities of life.
- Physical education and sport are, thus, essential and constituent parts of education and are the right of every person.
- Education should enable individuals to build the skills, interests and capabilities that will encourage lifelong participation in physical education and sport. Governments should provide and promote opportunities for such participation in order to contribute to effective, enriched living of all citizens throughout their lifetime and to advance the integration and quality of society.

Physical Education and Sport and the Dignity of Humanity

- To insure that physical education and sport really contribute to international solidarity, principles and practices which proscribe racial, political and economic discrimination should be confirmed and maintained.

Physical Education and Sport in Education

- Mass education is the expression of a desire for democratization; its subparts, physical education and sport for all, contribute heavily to democratic needs and must be provided.
- Most states have already acknowledged the importance of physical education and sport in their constitutions and/or in their legislation on education, youth and sport. But programs and opportunities must be expanded and strengthened.

Essential Elements of High Quality Programs

The essential elements of high quality programs are identified as follows:

- Adequate time is provided for physical education and sport in the school curriculum, established by a legislative base appropriate to each country.
- Additional opportunities for participation are provided for school age youth during out-of-school hours and for other members of the population during appropriate times. Particular effort is made to meet the special needs of girls and women, preschool children, the physically, mentally or otherwise handicapped, those who are physically below par, out-of-school youth, workers doing heavy or hazardous labor, and older persons.
- Broad, varied and sequentially-organized programs of instruction and supplementary participation are carried out; these are adapted to the needs, interests, and maturity of the individuals involved and to the prevailing social, climatic, economic and other conditions of the areas. The values of traditional games, folk dances and other indigenous activities are not overlooked.
- Adequate numbers of competent teachers, instructors, coaches and administrators are employed. Personnel in physical education and sport have equal status and remuneration with other professionals who have similar responsibilities and equivalent qualifications.
- Facilities and equipment, sufficient to meet the needs of optimum participation, are made available.
- Access to up-to-date, scientific information and professional expertise is provided.

- Evaluation and research resources and activities to assure continual program improvement are made available and used.
- Information and interpretation, personnel, facilities and materials are provided and used to promote public interest, understanding and support.

Personnel Development and Training

- Personnel development and training are paramount needs, particularly in developing countries. Member States and Unesco, individually and collectively, should consider such provisions as the exchange of experts and researchers, seminars, conferences, regional training institutes, and the development and expansion of national professional preparation institutions. Technical assistance should be provided to interested and needy nations through Unesco and bilateral and multilateral arrangements.

Economics of Physical Education and Sport

- The economics of physical education and sport pose important considerations, especially for developing countries. Among the possible ways of coping with costs are the following: promotion of games and activities that accommodate large numbers with minimum space or equipment requirements; direct assistance or subsidy of economically deprived areas by the affluent, industrialized nations; establishment of equipment-manufacturing plants in various geographic regions; reduction or elimination of taxes or tariffs on sporting goods and transportation of athletes and/or equipment; international agreement on standardized and less sophisticated equipment and material; public information and promotional campaigns to influence higher priority for physical education and sports in use of local, national and international resources; and in some countries, the recruitment and utilization of a youth corps, public service volunteers and others in the construction and maintenance of physical education and sports facilities and in the making of equipment and supplies. The need for member states to make maximum use of existing facilities was emphasized. (The community school concept in the U.S. is an excellent model that should be expanded here and abroad.)

Actions by Member States

In addition to the actions implied in the six items above, Member States are urged to:

- Establish a national clearinghouse or center for the promotion of cooperation among relevant agencies, organizations and individuals (or reinforce such a clearinghouse if one is already established.)

- Provide services and resources for the development, promotion and expansion of sound programs of physical education and sport for all age groups.
- Provide information, expertise and assistance to clearinghouses or centers of other member states and otherwise facilitate the interchange of information and services both directly and through Unesco.
- Use the publications, reports, documents, Children's Charter, special observances and other services and promotions of Unesco to advance programs in one's own country.
- Cooperate with Unesco and with Member States to promote and facilitate international cooperation in the strengthening of physical education programs and sport for all peoples of the world.

Actions to Be Taken by Unesco

Unesco, in addition to the actions implied above, is requested and urged to do the following:

- Prepare, disseminate and encourage the implementation of the report of this First International Conference on Physical Education and Sport.
- Establish a documentation center and clearinghouse for international exchange and promote its widespread use.
- Publish the major findings of this Conference and other pertinent news and information in the various bulletins, periodicals and publications of Unesco, not only those dealing with physical education and sport, but also those relating to education, health, youth and other fields.
- Similarly, introduce appropriate concerns and recommendations about physical education and sport in other Unesco conferences and undertakings on health, housing, culture, etc.
- Expand the professional services and expertise in physical education and sport within the Secretariat.
- Consider establishing a permanent committee on physical education and sport.
- Provide direct expert assistance to member nations and facilitate the provision of such assistance by other member nations when requested and where appropriate.
- Consider organizing and conducting or assisting multiple-state groups in conducting seminars, regional institutes, workshops and/or conferences for the training of physical education and sport personnel.

- Consider organizing or assisting in the formation of an international council for coordination of physical education and sport.
- Consider establishing a special fund to receive voluntary contributions to assist in financing Unesco activities for the promotion of physical education and sport.
- Consider sponsoring periodic international and/or regional conferences on physical education and sport in follow-up to this First International Conference.
- Develop, disseminate and promote the implementation by member states of a Charter on Physical Education and Sport for the Children and Youth of the World.
- Establish and promote an international observance of World Physical Education and Sport Month (Week).

Recommendations of the Youth Forum

While the Youth Forum was not part of the official conference structure, it did provide a modicum of communication between delegates and some representatives of an important affected age group. The youth prepared a report which was discussed at a night session on April 9. Unfortunately, only a few of the delegates attended this meeting, although the American and Cuban delegations were in full force and stayed throughout. Among the points made in the youth report were the following:

- Appreciation was expressed to Unesco for providing the opportunity for dialogue.
- Physical education and sport cannot be disassociated from the political, economic and cultural components of each country; hence, in some countries physical education and sport have not been "instruments of democratization" but instead have contributed to the "maintenance of elitist structures and practices."
- In developing countries, policies in the field of physical education and sport have been based on "exported cultural schemes" which have hindered "authentic national expression" and at the international level have imposed "norms and aims very often unrelated to national or regional reality."
- In many countries, policies give precedence to high performance sport for the few; mass sport is all too often sacrificed; sport subjected to "mercantile interest" confines the promising athlete to an exclusive apprenticeship aimed at improving performance and creates the problem of "social reintegration" at the conclusion of the person's short period of competition; human and material resources could better be used for programs and personnel "which could fulfill a real educational role."

- The need for participation by young people in the elaboration and implementation of national physical education and sport was emphasized.
- Because educational institutions cannot fully meet the demand of functional lifelong education, physical education and sport should be integrated in pre-, post-, and out-of-school fields which are still neglected in many countries.
- Mass media should not confine themselves to mercantile sport propaganda but should create with the public a positive attitude toward the lifelong practice of sport.
- Governments should act to ensure greater participation by women and handicapped persons.
- Governments and international organizations concerned with the establishment of a new international sport order to encourage youth participation and "international youth encounters" must recognize and respect the originality and national identity of all countries; the implementation of this new international sports order should be undertaken under the auspices of Unesco.
- Since sport is a means of expression of the cultural identity of each people, national traditional sports should be recognized during international encounters with a view of promoting cultural exchanges, international understanding and a spirit of peace and friendship among people.

There were only 12 students in this group and we are not informed on how they were selected, other than the American, or whether they represent the thinking of a large number of world youth. Regardless, the ideas expressed merit careful thought.

Chapter III
The Unesco Response

That the Unesco commitment to the strengthening of physical education and sport among its member states is real and forceful can be inferred by the Organization's vigorous follow-up actions to the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.

Final Report

The *Final Report* of the Conference was prepared promptly and widely disseminated. (Further U.S. dissemination is facilitated by ERIC, Accession No. SP010777.) The report presented a clear and faithful resume of the Conference organization, agenda and recommendations, and included the text of several major speeches.

Unesco General Conference — The Director-General's Recommendations

In reviewing the work of the conference, the Director-General concluded that four major recommendations should be presented to the General Conference, the governing body of Unesco, for affirmation. Further, the carrying forward of this new Unesco thrust for physical education and sport imposed additional demands of staff and fiscal resources on the Unesco Secretariat. These, too, required ratification by the General Conference. Consequently, the Director-General prepared a set of proposals (19c/77) for consideration by the General Conference at its Nineteenth Session in Nairobi, Kenya, October 26—November 30, 1976.

In presenting his report to the General Conference, the Director-General made the following statement:

> *This Conference, which aroused on the part of Member States a degree of interest attested by the participation of 101 delegations, clearly marked the determination of governments fully to shoulder their responsibilities with respect to physical education and sport and to ensure that Unesco plays an increasing role which would make of it a forum for international consultation. It was in this spirit that it advocated in particular the establishment of a permanent intergovernmental body within Unesco and the setting up of an international fund for the development of physical education and sport as*

part of a general strengthening of Unesco's activities under this part of its program.

The purpose of this document is to draw the attention of the General Conference to four of the Conference's recommendations which, owing to the nature of the measures entailed by their implementation, would seem to require that the General Conference examine them at its present session and reach a decision thereon.

The four recommendations referred to are described below. Each is followed by an explanatory statement by the Director-General.

1. Establishment of a permanent intergovernmental body

Recommendation No. 5 adopted by the Conference recommends that "the General Conference of Unesco . . . at its next session . . . should decide to set up a permanent intergovernmental body." During the discussions, it was suggested that the functions of this body would be not only to follow up the recommendations of the present Conference and of those which succeed it but also to constitute, on a permanent basis, a framework for reflection and dialogue and to draw up a program of activities in the field of physical education and sport that would be integrated into Unesco's programs. This body would moreover constitute an ideal interlocutor for the various international organizations.

The Director-General considers that the establishment of such a body cannot but foster the development of Unesco's activities, in accordance with the hope expressed by the Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, in a field in which its activity is of recent date and still limited in scope, and promote the concerting of all efforts in the field of physical education and sport.

2. Establishment of an international fund for the development of physical education and sport

Recommendation No. 8 recommends "that Unesco give an even more prominent place to physical education and sport in its future activities and create the necessary conditions for integrating these into broader aspects of education, inter alia, *by setting up an international fund for the development of physical education and sport."*

The Director-General wishes to express his satisfaction at this proposal and his gratitude for the promise of a contribution to this fund made at the Conference by the delegation of Morocco on behalf of His Majesty King Hassan II of Morocco. He therefore trusts that the General Conference will approve the setting up of such a fund.

3. International charter of physical education and sport

Recommendation No. 10 recommends *that Unesco develop and promulgate an international declaration, recommendation or charter on physical education and sport proclaiming the right of everyone to high quality*

above, urging Member States to give high priority in the use of their national resources to the provision of suitable programs, and calling for international efforts to assist children and youth of the world;

Recommends further *that Member States use the Unesco declaration, recommendation or charter on physical education and sport in appropriate programs in this domain and spelling out such essentials as those referred to above, urging Member States to give high priority in the use of their national resources to the provision of suitable programs, and calling for international efforts to assist children and youth of the world;*

Recommends further *that Member States use the Unesco declaration, recommendation or charter on physical education and sport in appropriate ways to assist and lend prestige to their efforts to strengthen their programs;*

Invites *the Director-General, in cooperation with the governments of Member States, to take the steps necessary to promote the implementation of the declaration, recommendation or charter.*

Recommendation No. 14 "recommends *that Unesco develop and promulgate a children's charter (or manifesto) on physical education and sport."*

Statement of the Director-General is:

The Director-General considers that these recommendations are such as to win recognition in Member States of the need to give its rightful place to physical training and sport in education, as constituting a right of children and young people. They quite clearly relate to standard-setting action, and he wishes to receive in this connection a twofold series of directives:

(i) it would be desirable for the General Conference to make known its viewpoint regarding the advisability of preparing such a document and, should it decide in favor thereof, regarding the interpretation to be given to the term "charter" which can equally well denote an international treaty and a declaration (the term "manifesto," also used in the second recommendation quoted above, would seem to confirm the latter interpretation);

(ii) should the General Conference decide at its Nineteenth Session in favor of preparing such an instrument, specifying at the same time its nature, the Director-General would like to know whether the General Conference shares his view that the preparation of a draft charter could be undertaken, on the basis of the Director-General's proposals, by the interim intergovernmental committee whose establishment was proposed (above).

4. Guidelines for international sporting events

Recommendation No. 11 "invites *the Director-General of Unesco to appoint a committee to draft the guidelines of international sporting events, including competitive sports, which may be considered by the Nineteenth Session of the General Conference of Unesco."*

Statement of the Director-General is:

The task entrusted to the Director-General by this recommendation raises, by reason of specified time limits, considerable difficulties. The drafting of guidelines prior to the Nineteenth Session, in accordance with the time-table envisaged by the Conference of Ministers and Senior Officials, would have entailed convening an expert committee, and this would have required more time to organize than was available to the Secretariat. Moreover, no budgetary provision has been made for this purpose in the Approved Program and Budget for 1975-1976 (18 C/5).

The Director-General has consequently been unable to convene such a committee or to submit such a document to the General Conference at its Nineteenth Session. Should the General Conference decide in favor of drafting the guidelines, the Director-General considers that, as in the case of the Charter, the work of drafting them could be undertaken as from 1977-1978 by the provisional intergovernmental committee whose establishment was proposed (above).

Position papers, prepared by the Department of State and Office of Education for instruction of U.S. delegates to the General Conference, favored the first three of these recommendations. The fourth was opposed for three major reasons:

1. The establishment of guidelines for international sporting events, especially for competitive sports, was considered an inappropriate function for Unesco, one that would dilute its effort to promote educational considerations of physical education and sport.

2. Various international organizations already exist and are engaged in the administration of international sports competition; notable among these are the International Olympic Committee and the several international sports federations. Any attempt on the part of Unesco to establish "guidelines" in the American sense of this term would be inimical to the interests of the existing sports organizations.

3. There is some concern that certain socialist countries, which were pressing for this recommendation, were interested in using this medium of Unesco "guidelines" ultimately to gain control of international athletics from existing bodies. The U.S. delegates were asked to redirect the thrust of this resolution from the establishment of "guidelines" to the general promotion of sports participation for individual well-being and international goodwill and cultural exchange.

The Director-General also asked the General Conference to approve an extension of staff resources for physical education and sport. His plan called for upgrading the present position of physical

education specialist and that of his secretary. In addition, he proposed to add a professional physical educator of lesser rank and another secretary.

General Conference Action

In response to the Director-General's draft recommendations (19c/77), as outlined above, the General Conference in unanimous agreement of the Member States voting on this issue, put forth a general statement of policy and took the actions reproduced below:

PHYSICAL EDUCATION AND SPORT

Unesco's activities in the field of physical education and sport in the context of lifelong education should be developed, in particular through the measures which the Director-General is authorized to take in accordance with the provisions of the resolution contained in document 19c/77 as amended. This is a new task for Unesco and its importance was unanimously recognized at the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport. The recommendations of that Conference provide the Organization with guidelines in this regard. The activities that it will undertake fall within the framework of a concerted international action for which an interim intergovernmental committee is to be formed. The various competent international bodies may be consulted for the purpose of carrying out these activities.

The General Conference,

Having noted *the Final Report of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth,*

Having examined *the Director-General's report on the action to be taken on the recommendations of this Conference,*

1. Invites *the Director-General to take the necessary steps for the purpose of preparing the draft statutes of the permanent intergovernmental body in the field of physical education and sport that will be submitted for adoption to the General Conference at its Twentieth Session;*

2. Invites *the Director-General to take the necessary steps to prepare the draft statutes of an international fund for the development of physical education and sport that will be submitted for adoption to the General Conference at its Twentieth Session, it being understood that this fund may if necessary be administered by the intergovernmental body mentioned in paragraph 1 above;*

3. Authorizes *the Director-General to constitute a provisional fund into which will be paid such contributions as might be received from Member States toward the development of physical education and sport*

prior to the establishment of the international fund mentioned in the preceding paragraph;

4. Decides *to set up for the 1977-1978 biennium an interim intergovernmental committee responsible for following up the implementation of the measures envisaged during this biennium in order to give effect to the recommendations of the ministers and senior officials responsible for physical education and sport and, to this end, responsible in particular for:*

(i) preparing the draft statutes of the permanent intergovernmental body in the field of physical education and sport;

(ii) preparing the draft statutes of the international fund for the development of physical education and sport;

(iii) examining the Director-General's proposals with a view to drawing up a draft international charter of physical education and sport;

(iv) analyzing the difficulties with which the organization and staging of international sports competitions are increasingly faced throughout the world and studying, in cooperation with the international sports bodies concerned, the principles on the basis of which such difficulties could be lessened through concerted intergovernmental action;

(v) advising the Director-General, if required, on the administration of a provisional fund for the development of physical education and sport;

(vi) advising the Director-General on the preparation of a draft program of work in the field of physical education and sport for 1979-1980;

(vii) considering how this program of action is to be implemented and the International Charter of Physical Education and Sport prepared, in consultation with all competent international bodies in this field to which the Intergovernmental Committee might appeal;

5. Designates *the following 30 Member States to serve on the interim intergovernmental committee:*

Algeria, Argentina, Benin, Columbia, Congo, Cuba, Federal Republic of Germany, Finland, France, Gabon, German Democratic Republic, Ghana, Guatemala, India, Japan, Morocco, Nepal, Netherlands, Nigeria, Pakistan, Senegal, Switzerland, Thailand, Tunisia, USSR, United Kingdom, United Republic of Tanzania, USA, Uruguay and Yugoslavia.

The Head of the U.S. Delegation, John E. Rinehart, Assistant Secretary of State, addressed the Chair following the actions taken by

the General Conference: "Mr. Chairman, before leaving unit 9, I would like to state that the United States of America strongly supports Unesco's new program emphasis in physical education and sport." He offered specific assistance in the implementation of the April 1976 Conference on Physical Education and Sport, "to Unesco and all Member States in the 'Spirit of Nairobi' with the enhancement of the physical education of youth around the world in mind."

The United States, as a member of the interim intergovernmental committee, will have an opportunity to participate in the drafting of the important policies and documents that will be submitted to the Twentieth Session of Unesco.

Chapter IV
The Meaning and the Challenge

The following statements are based on the official report of the Head of the U.S. Delegation, Duane J. Mattheis, to the Secretary of State. They reflect the need for a rethinking of U.S. policies concerning physical education and sport, both domestically and internationally, at the highest levels of government.

The Conference was very worthwhile in terms of our national interests and it also met legitimate and significant international concerns. The worldwide spotlight is focused on physical education and sport at a time when our own educational and out-of-school programs need bolstering. The Conference recommendations (outlined in Chapters II and III) should be carefully studied and installed to the advantage of all of our people and to the advancement of U.S. leadership in international affairs aimed at improving lifelong opportunities for all people.

The U.S. participation was dignified and of high quality. The members of our delegation were competent and effective. As mentioned before, all of the U.S. recommendations were approved and the ones we opposed were modified. Our pre-conference report, prepared in response to the Unesco questionnaire, received highly complimentary comments from the Unesco Secretariat. The report will be useful to interested persons here in the U.S. since it pulls together much information not hitherto available under one cover. The exhibit we displayed attracted much favorable attention among the delegates and provided visibility to our efforts to promote excellence in physical education and sport in this country.

The implications and challenge of this conference for U.S. prestige and leadership are great. There is no question that physical education and sport are recognized as vital social and cultural forces by all of the nations that took part regardless of their political ideologies. One of the ironies is that the socialist countries look upon the same modalities — physical education and sport — to promote *their* intellectual, social and ideological interests, as well as their national health and vigor, as the western democracies do to promote *theirs*. *One can't help feel that at*

this time in history the socialist commitment is greater and deeper rooted.

There is also the unquestionable condition that the developing nations regard the improvement and expansion of lifelong opportunities for participation in physical education and sport among their highest national aspirations. This perception is not lost on the socialist countries.

The U.S.S.R. and the Soviet-influenced nations recognize great ideological and propagandistic advantages in their promotion of physical education and sport at the international level. Obviously, any nation or bloc that can influence the "what and how" of physical education in various nations and the administration of sports programs world-wide has a great advantage. Mr. Sergei Pavlov, chairman of the U.S.S.R. Sports Committee, spoke of sending 6,000 coaches and sports technicians to assist other countries during the past year. The Russian report to Unesco which emphasized U.S.S.R.'s dominance in international sports as well as their vast efforts to promote physical culture and sports for the masses, was presented in four languages and distributed to all participants in the Conference. Their exhibit carried the same message. The German Democratic Republic referred to the technical services it provided to 15 nations in the past year. The G.D.R. also distributed separate publications in several languages, attractively illustrated, describing its programs. Cuba and other socialist countries bragged about recent successes in international athletics and referred to mass programs of physical education and sport as rewards of, and integral factors in, the successful socialist system.

In contrast, the U.S.A. does not seem to understand the enormous potential of physical education and sport in world affairs. Nor does it have much to point to in the form of international involvement. The State Department's Bureau of Education and Cultural Affairs, operating under what many would regard as a minimal budget, has effected some exchanges of coaches, mostly of world-level competition, and a few tours by individual U.S. coaches to other countries. These have undoubtedly done some good. But what is needed, we would recommend, is a much larger and broader program. The State Department, working with other federal agencies and with professional organizations and institutions, should provide expert services to interested nations particularly for the development of educational programs and facilities, for the preparation of professional personnel, as well as for the promotion of out-of-school sports. Such services should be made available through whatever coordinative mechanism is established by Unesco, through multi-state or regional activities, and, directly, through bi-lateral agreements with individual nations.

Other evidences of propagandistic exploitation were visible. Professional sports, with scarcely-veiled barbs for the U.S., came in for harsh comments from the socialist-oriented countries and also from the Youth Forum. A Cuban recommendation referred to "commercial tendencies which are largely countenanced in professional sport, hindering the wide development of sport and turning those who practice it into a type of merchandise." How this view can be rationalized with the Soviet, Cuban and East German exploitation of "amateur" athletes is hard to fathom.

The Cuban recommendation also asked to confirm "the traditionally recognized principles which proscribe racial, political and economic discrimination which are at present being attacked by the forces of racialism and fascism" in order to insure that physical education and sport contribute to "international solidarity."

Another rough statement was included in a recommendation by the USSR, Ukrainian SSR, and Byelorussian SSR calling for the "mass media, through Unesco channels, to make young sportsmen and the sports community at large intolerant of chauvinism, arrogance and unwholesome commotion at international events, as well as the use of sport as a means of ruthlessly exploiting the individual and of profit and corruption."

While the Conference was not supposed to deal with highly organized athletics, the inclusion of that subject was inevitable. Numerous comments and recommendations were made by the developing countries which indicated both their acute perception of the social/cultural impact of international sport and their dissatisfaction with certain current operating conditions. Among the expressed concerns were: (1) excessive cost of facilities and equipment and the transportation of athletes; (2) the fact that international competitions feature games and contests that are practiced in affluent nations and do not include activities that are indigenous, traditional or native to the smaller countries and in which they could compete to better advantage; (3) the excessive and ever-increasing cost of staging international events which are now freezing out the less favored nations from gaining the benefits of hosting such competitions; (4) the apparent limitations on certain nations in participating in the decisions of international sports organizations (manifested by calls for Unesco intervention and also for the official intervention of Member States in the administration of international organizations).

Institutes for the Training of Personnel

The U.S. Delegation differentiates between the provision of technical assistance to a nation for the preparation of personnel within that

nation's philosophical and ideological principles as compared to an international institution for the initial preparation of teachers and others, where the underlying ideology may be highly influenced by a Unesco unit or by one member state or a bloc of member states. We would not object to and, in fact, would encourage regional or other seminars on technical matters. The voluntary cooperation and mutual assistance of two or more nations in personnel training activities would also be considered desirable. However, we would caution against any structure that would enable a foreign ideology to dominate a worldwide or regional "institute."

Therefore, the Delegation supported certain qualifiers to the effect that Unesco *study* its role in international professional preparation procedures. We also advocated the setting up of seminars and regional conferences on specific topics.

International Competition of School-Age Children and Youth

Several of the socialist nations recommended that sports competition among nations be extended to include school-age children and youth. Since some of these nations have established schools that specialize in a particular sport, e.g., gymnastics or swimming, and select promising young athletes to attend such schools, they would more than likely have a great advantage in worldwide athletics for that age-group, with concomitant political exploitation. While the U.S. has age-group programs conducted by non-school organizations and while some physically talented teen-age youth win their way to U.S. Olympic teams, our educators do not favor international (or national) school competitions. Besides the questionable educational value for the students, we feel that priority in the use of our limited resources should be given to broad programs of physical education sport, serving all children and youth.
tions on this subject and would urge Unesco not to sponsor or encourage competitions among elementary or secondary schools of various nations.

Financial Assistance to the Developing Nations

The economic problems referred to earlier should be given careful thought by U.S. officials in the Agency for International Development and other appropriate agencies. Direct assistance by the U.S. for professional preparation and for development of sports facilities and equipment would provide much-needed services and would have high payoff in international goodwill. Such assistance should surely include the provision of professional expertise but might also take the form of material aid. Certain "Peace Corps-type" services that center

on innovative, homemade construction, utilizing indigenous resources and crafts, would be particularly worthwhile.

International Organizations

The respective roles and services of the several international organizations should be studied by U.S. officials in the State Department, especially those of the International Council on Sport and Physical Education (ICSPE) and the International Council on Health, Physical Education and Recreation (ICHPER).

ICSPE is recognized by Unesco as a Category A non-governmental organization. ICSPE is dominated by France and has the support of Cuba and other socialist countries. Its major concern is the promotion of out-of-school sport.

The International Council on Health, Physical Education and Sport, with its secretariat located in the U.S., is seeking Unesco status similar to that of ICSPE, but has not yet succeeded in obtaining it. ICHPER is primarily concerned with educational matters and the improvement of professional preparation programs among its members.

The U.S. Department of State should specifically study the advisability of and ways of assisting ICHPER to achieve its desired status and to involve its members in appropriate undertakings related to the recommendations stemming from this Conference.

Politics of the Conference

The tenor of the Conference, particularly in the organization stages, was highly political, although the final recommendations were basically positive, moderate and useful. The U.S. Delegation and perhaps the Permanent Delegation, too, were unprepared for this emphasis. The Eastern states, dominated by the USSR and the German Democratic Republic and complemented by Cuba, touted their successes in international sports competition and their extensive programs of mass participation as highly visible evidences of the worth of their systems. This despite the fact that the Conference subject matter was supposed to exclude considerations of highly organized competition and to focus on educational programs. As in other deliberations of the United Nations and Unesco, the ideological implications of physical education and sport must be recognized by the U.S. Future participation in the Conference follow-up and in other events of this kind must be guided by such realities.

U.S. Participation in Unesco

The fact that the U.S. has withheld its dues to Unesco was, of course, a detriment to the work of the U.S. Delegation. There was always the feeling, never overtly expressed, that the U.S. participation in profes-

sional deliberations (and political actions) should be backed by full voting membership. Conversely, the U.S. Delegation was reluctant to recommend expanded services in physical education and sport within Unesco, realizing that any increase in service would more than likely cause a corresponding increase in budget.

The U.S. status in Unesco is rightfully a deep concern of the U.S. Department of State that transcends the immediate implications of this single conference. It is mentioned here to indicate its effect on a significant international event and to emphasize further the need for a Congressional decision on an appropriation for continued participation of the U.S. as a member of Unesco.

The Level of U.S. Representation

This was a conference at ministerial level. The ministers who were present were accorded certain amenities that were not shown the Head of the U.S. Delegation. Even though the responsibilities of the U.S. Head in his own government were probably far greater than those of most of the ministers present, his *title* did not merit the same deference. It is essential that the U.S. be represented in conferences of this kind by an official whose level (and title) in the government is commensurate with that of officials from other nations. Several possibilities should be considered: (1) obtain a commitment from a U.S. official of required rank at the time of acceptance of the invitation; (2) arrange, with concurrence of the Congress, to confer a temporary rank of minister on an appropriate official to head the delegation as in this case, the Executive Deputy Commissioner of Education, or; (3) appoint the Minister-Counselor of the U.S. Permanent Delegation to Unesco as the Head of the U.S. Delegation and clear his time to participate fully in that capacity.

Increased Support for the U.S. Delegation

There seems to be a certain expectation on the part of foreign friends that "the richest nation in the world" go first class. That expectation was not realized at this Conference. The U.S. was not able to host a social function or present any courtesies for the delegates or even for the heads of delegations. The representation fund of $200 was so ridiculously small there was no way it could be used. The U.S. delegates entertained several friends from other nations and also from the Unesco Secretariat at their own expense. They also distributed inexpensive souvenirs provided by the U.S. Office of Education and their own funds.

In contrast, receptions to which all Conference delegates were invited were given by the Director-General of Unesco and the President of the Conference (Algeria). France held a reception for heads of

delegations and Czechoslovakia had a large reception for invited delegates in connection with a film showing. The heads of a number of delegations had a car and driver available to them, a great convenience when events were tightly scheduled. The U.S. Head had none.

Follow-up Action in the U.S.

The implications of the Unesco Conference for stepped-up attention to physical education and sport in the United States are great. The challenge to renewed action to promote the well-being of our people and to meet our responsibilities as a world leader must have been evident throughout this report.

The Conference recommendations call for high level Federal concern. The interest and cooperation of officials in State and local government are merited. Leaders in professional organizations and civic groups and members of the general public must give high priority in the use of our national resources toward the strengthening of programs of physical education and sport for all segments of the American population and for providing leadership and technical assistance abroad. Vigorous leadership is imperative. Earnest cooperation among all interested parties is essential if America is to gain the benefits stemming from our participation in the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.

Appendix

Agenda and Conference Officers

Agenda

1. Opening of the Conference
2. Election of the President
3. Adoption of the Rules of Procedure
4. Election of the Vice-presidents and the Rapporteur-General
5. Adoption of the agenda
6. Present situation of physical education and sport in the education of youth
   - A. Programs of physical education
   - B. Sport in the school
   - C. Out-of-school sport
7. Role to be played by physical education and sport in the education of youth in the perspective of life-long education
8. Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport
9. International cooperation for the promotion of physical education and sport
10. Adoption of the report of the Conference
11. Closure of the Conference

Officers of the Conference

President:
H.E. Mr. Abdallah Fadel (Algeria)

Vice-Presidents:
H.E. Mr. H.F. Van Aal (Belgium)
H.E. Mrs. Annie Spantceva (Bulgaria)
Mr. Raymond Benoit (Canada)
Mr. Jorge Garcia-Bango (Cuba)
H.E. Mr. Hussein Gamal Nazim (Egypt)
H.E. Mr. Jean Boniface Assele (Gabon)
Mr. Ellison Owusu-Fordwouh (Ghana)
H.E. Mrs. Cecilene Leona Baird (Guyana)
Dr. W.P. Napitupulu (Indonesia)
H.E. Mr. Ali Hodjat-Kachani (Iran)

H.E. Mr. Fouad Mebazaa (Tunisia)
H.E. Mr. Pierre Traore Adame (Upper Volta)
H.E. Mr. Sergei Pavlov (USSR)
Mr. Hakija Pozderac (Yugoslavia)

Rapporteur-General:
H.E. Mr. Pierre Mazeaud (France)

Commission I

Chairman:
H.E. Captain Navio Anibal Carrillo (Ecuador)

Vice-Chairmen:
Mr. H.D. Sembuche (United Republic of Tanzania)
Mr. Rikard Frederiksen (Denmark)
Dr. Emil Ghibu (Romania)

Rapporteur:
Mr. Simon A. McNeely (United States of America)

Commission II

Chairman:
H.E. Mr. S. Nural Hasan (India)

Vice-Chairmen:
H.E. Mr. Kaveli Kivisto (Finland)
H.E. Mr. Silva Graca (Portugal)
H.E. Mr. Justo Castellano Diaz (Dominican Republic)
H.E. Mr. Mading de Garang (Sudan)

Rapporteur:
H.E. Mr. Felix Tonye Mbog (United Republic of Cameroon)

States and Organizations

List of Member-States, non-member observer and international organizations represented at the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport:

Member States

Algeria
Arab Republic of Egypt
Argentina
Australia
Austria
Bangladesh
Belgium
Bolivia
Brazil
Bulgaria
Burundi
Byelorussian Soviet Socialist Republic
Canada
Central African Republic
Chile
Colombia
Congo
Cuba
Cyprus
Czechoslovakia
Denmark
Dominican Republic
Ecuador
El Salvador
Ethiopia
Federal Republic of Germany
Finland
France
Gabon
German Democratic Republic
Ghana
Greece
Guinea-Bissau
Guyana
Haiti
Honduras
Hungary
India
Indonesia
Iran
Iraq
Ireland
Israel
Italy
Ivory Coast
Japan
Jordan
Kenya
Kuwait
Liberia
Libyan Arab Republic
Luxembourg
Madagascar
Malaysia

Mali
Mauritanie
Mexico
Monaco
Mongolie
Morocco
Nepal
Netherlands
New Zealand
Nicaragua
Niger
Nigeria
Norway
Panama
Papua New Guinea
People's Republic of Benin
Poland
Portugal
Qatar
Republic of Korea
Romania
Rwanda
Saudi Arabia
Senegal
Somalia
Spain
Sudan
Sweden
Switzerland
Syrian Arab Republic
Thailand
Toro
Tunisia
Turkey
Ukrainian Soviet Socialist Republic
Union of Soviet Socialist Republics
United Arab Emirates
United Kingdom of Great Britain and Northern Ireland
United Republic of Cameroon
United Republic of Tanzania
United States of America
Upper Volta
Uruguay
Venezuela
Yemen
Yugoslavia
Zaire

Non-Member State
Holy See

Intergovernmental Organizations

Agency for Cultural and Technical Co-operation
Arab Educational, Cultural and Scientific Organization
Council of Europe

International Non-Governmental Organizations

International Association of Universities
World Confederation of Organizations of the Teaching Profession
International Council on Health, Physical Education and Recreation
International Council of Sport and Physical Education
International Military Sports Council
International Federation for Physical Education
International Federation for Physical and Sports Education
International Association of Physical Education and Sports for Girls and Women

World Federation of Teachers' Unions
World Federation of Catholic Youth
Catholic International Education Office
International Union of Students
World Alliance of Young Men's Christian Associations
International Confederation of Professional and Intellectual Workers
World Federation of Trade Unions
International League for Child and Adult Education
International Playground Association
Supreme Council for Sport in Africa
International Professional Secretariat for Teaching

Summary Report on Physical Education and Sport in the United States of America

Duane J. Mattheis
Executive Deputy Commissioner
U.S. Office of Education,
Plenary Session of April 7, 1977

It is a pleasure and privilege for me to represent the government of the United States of America and to participate with the distinguished delegates of other nations in this very significant Unesco conference. I shall at this time present a very brief overview of physical education and sports in the educational setting in my country. Perhaps in the course of our deliberations during this week in Paris we will have further opportunity to share information with you about our programs and problems. And we look forward to gaining the benefit of your insights and experiences regarding physical education and sport in your respective nations. This exchange will be helpful to us in the USA in strengthening our own work in these fields, and to all of us mutually through the auspices of Unesco in improving opportunities for the children and youth of the world.

Physical Education and Sport — Overview

Physical education is an essential part of the school program, and sport in many of its organized forms is considered to have educational content. The experiences provided through physical education and sport make important contributions to the total education and full development of American children and youth. Not only does physical education promote optimal health, fitness and physical growth, it also contributes, under proper leadership, to other qualities of personality and character that we think are necessary in responsible members of our democratic society. Among such qualities which are amenable to

development, in part, through physical education are: a positive self-concept, self-direction, personal discipline, teamwork and sportsmanship. Lately, we are discovering the positive relationship between well-conceived physical education and a child's perceptual-motor development and his/her adjustment to other learning tasks. Physical education can significantly enhance the education of persons who are handicapped or have learning disabilities. Of course, we also recognize the importance of teaching children a sequential pattern of skills in a variety of sports and exercises to encourage their lifelong interest and participation in healthful, fitness-producing and recreative activity.

The goals of sport are identical with those of physical education that I have just mentioned. We look upon intramurals, extramural activities, sports clubs, and highly organized athletic programs as laboratories in which to reinforce the learning of physical education.

The unique feature of education in the U.S. is that the jurisdiction and responsibility for education rests with State governments. The Federal government provides various forms of assistance to State and local school systems, but has no authority over school curriculums or basic school management. The Federal contribution to public elementary and secondary education amounts to about seven percent of the total.

Programs are formulated by school boards comprised of local parents and citizens working with educators and administrators. Schools are conducted on three levels, elementary, secondary and post-secondary. Education begins in elementary school, at age 5 or 6, and continues through secondary school until 17 or 18 years of age. Attendance at school is required by State law for all children. The age span for compulsory education in most States is 6 to 16 years. Almost all eligible children (except severely handicapped) are enrolled in elementary school, 98.5 percent of fifth graders continue on to ninth grade and 75.5 percent of them graduate from secondary school at the 12th grade. About 60 percent of our secondary school graduates enter college and about 75 percent in 1974 were in college or some form of training, e.g., vocational or technical school.

You may be interested in the extensiveness of the U.S. educational enterprise. There are 63,000 elementary schools, which enroll 26.5 million pupils, and 25,000 secondary schools which enroll 19 million students. The 50 states and six other jurisdictions each have a department of education, and there are 16,500 local school districts.

Most post-secondary education institutions are administered by a public agency or a private board of trustees. There are 3,004 colleges and universities in the U.S. and 11.215 million students are enrolled. These are divided into 1,138 community (two-year) colleges with 4.0

million students and 1,866 four-year institutions with 7.215 million students.

By law or regulation, physical education is a required subject in 45 states in elementary and secondary school. Two more states require the subject for accreditation and two states recommend it. Almost all elementary-school pupils have physical education during most of these school years, although in a particular year about one-sixth of them have no formal instruction. The highest percentage of pupils enrolled in physical education is in the ninth grade — 97 percent. At any time, about 80 percent (14.9 million) secondary-school pupils are enrolled in physical education.

About one-half of the pupils enrolled in physical education, elementary and secondary, have instruction three or more times per week.

At the college and university level, 95 percent of the institutions offer physical education for the general college student. Seventy-four percent require the subject for all students (one or two years) and another 8 percent require it for some students. Approximately 2.2 million college students are enrolled in the general college physical education courses.

Almost all states and many local school systems provide teaching guides or courses of study in physical education. Curriculum emphases vary somewhat among the localities, according to the interests, resources, facilities, and climate of the area. But in general, schools of the U.S. attempt to offer as broad and varied a curriculum as possible. Among the activities in which instruction is provided are games and sports, gymnastics, aquatics, whenever feasible, rhythms and dance, conditioning and developmental exercises, outdoor activities, and seasonal sports, e.g., skiing. Within these broad categories the skills and degree of organization of the activities are arranged in a progressive sequence. Thus, we begin in the early years with basic movement and elementary skills with concern for body control, spatial awareness, and other fundamentals, and gradually move to the more complex aspects of human movement. A large proportion of time is now being given in the secondary schools to what will encourage the individual to keep fit throughout life. These emphases continue at the collegiate level where, in addition, the student may wish to pursue one or more sports or other activities, such as dance, in greater depth.

Among the curriculum emphases in our more up-to-date programs are: physical fitness, perceptual-motor development, movement education, lifetime sports, outdoor education, dance, and adaptive and corrective physical education for persons who are underdeveloped, handicapped or learning disabled.

Teachers of physical education in elementary and secondary schools must be certified (i.e., qualify for a State teaching certificate) and those

in colleges and universities must meet the same standards as other faculty. Physical education teachers in schools and colleges are on the same salary schedule and have the same legal status as teachers of other subjects. Specialists, supervisors and administrators of physical education are also on equal footing with their counterparts in other aspects of education.

There has been a favorable trend toward the training and employment of elementary-school physical education teachers. As would be expected, programs taught by such specialists are generally far superior to those taught by the elementary classroom teacher. About one-half of the elementary school children are taught by a specialist or have the part-time services of the specialist.

State education agencies, teacher education institutions, and professional organizations are working continually to upgrade the quality of professional preparation of physical education and sport personnel, through both pre-service and in-service experiences. One of the new developments is competency-based programs of professional preparation. Here the student is expected to demonstrate basic competencies required of a teacher as well as the requisite cognitive learning. There is also the growing practice of stating learning tasks for students as performance objectives and measuring teacher effectiveness on the basis of how successful the students are in achieving the desired performance levels.

We have no recent figures on the number of physical education teachers employed in our schools and colleges. One hundred fifty thousand would be a conservative estimate. Our major professional organization, the American Alliance for Health, Physical Education, and Recreation, has a membership of almost 60,000.

In 1973, almost 27,000 college and university graduates earned the bachelor's degree in physical education — 16,000 men, 11,000 women. The master's degree was conferred on almost 4,500 of whom 1,400 were women, the doctor's degree on 259 — 181 men and 78 women. Seven hundred twenty-three institutions confer the bachelor's degree, 150 the master's, and 60 the doctorate.

The profession of park and recreation management is a substantial one. In 1973 almost 3,000 graduates earned the bachelor's degree in this field — 1,700 men and over 1,000 women. Almost 400 earned the master's of whom 131 were women. There were 14 doctor's degrees' conferred on 10 men and 4 women. Eighty-three institutions offer professional preparation in this field.

The number of persons being professionally prepared in both physical education and recreation is growing much faster than the school enrollments. In the 10-year period between 1963 and 1973 the number of persons receiving the bachelor's degree in physical educa-

tion increased by almost 140 percent. This compares to a gain in enrollments in elementary and secondary schools of approximately 25 percent. In the same period, the earned bachelor's degrees in park and recreation management increased by a phenomenal 700 percent.

Our people are fortunate to have extensive facilities for physical education and sport. Most elementary schools have a gymnasium, or multi-purpose room or sheltered area as well as outdoor play space. Almost all high schools have one or more gymnasiums, sports fields and other activity areas. Only a small proportion of our schools have swimming pools, but many have access to pools which belong to other agencies of the community.

An important recent development is multi-agency cooperation in the planning and construction of school-community facilities. In many communities we find the board of education combining with the park/recreation board in the purchase of contiguous parcels of land and in the design and development of an education/sport/recreation complex.

Another trend is toward community education, wherein the school facility is made available beyond normal school hours, and on weekends and holidays for broad-scale community use in educational, cultural and recreational pursuits.

Most colleges and universities have an array of gymnasiums, stadiums, courts, sports-fields and other indoor and outdoor facilities. Many have pools and some have extensive aquatic facilities. Some have sophisticated laboratories of human performance, exercise physiology, or sports medicine.

However, there are still inadequacies and uneven distribution of physical education and sport facilities in the U.S. We are particularly lacking in provisions for the handicapped and for residents of our inner cities and sparsely populated areas.

Americans have long cherished their heritage of sports. Boards of education provide funds and direction for school programs of intramural sport, extra-mural activities (informal participation between two or more schools), sports clubs and interscholastic athletics. Coaches are certified teachers and bona fide members of the school faculty. They usually receive extra compensation for coaching duties.

In 1975 approximately 24,000 secondary schools engaged in interscholastic athletics; 5.4 million pupils participated — 4.1 million boys and 1.3 million girls. Thirty-seven different sports were offered.

The 563 member institutions of the National Collegiate Athletic Association in 1974 competed in 28 sports involving 172,447 men and 31,852 women at the intercollegiate level; thousands more participated in intramurals and other extra-class activities.

Eighty thousand from the 1,000 institutions of the Association for Intercollegiate Athletics for Women competed in sports.

Other collegiate associations and conferences involved thousands more men and women.

The U.S. Office of Education, the President's Council on Physical Fitness and Sports and the American Alliance for Health, Physical Education, and Recreation, individually and cooperatively, carry out continuing campaigns to elicit public support for school physical education programs and to encourage increased participation in sports and other fitness producing activities.

These efforts are timely and needed to counterbalance some negative developments. There is some evidence of a drop-off in school physical education programs. Some supervisory and specialist positions are being curtailed. Certain physical education requirements are being reduced in some schools.

The President's Council on Physical Fitness and Sports, other public agencies, and professional organizations strive to strengthen school and community programs in various ways. One method is through public service announcements on television, radio and print media. Another way is to have the President of the United States call for public support.

This Unesco Conference and your recommendations stemming from it will, we believe, be beneficial to us as we attempt to expand the quantity and improve the quality of physical education and sport activities to all the youth and adults of our nation. We also believe that this Conference can be a positive influence on the expansion of international cooperation in the promotion of physical education and sports programs among all nations.

Opening Address

Amadou-Mahtar M'Bow
Director-General, Unesco

Your Excellencies, Ladies and Gentlemen,

It is both an honor and a pleasure for me to welcome you to Unesco House for this First Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth. The number of delegations of Member States, and the high level of those composing them, are proof of the importance you have attached to this Conference. I should like to express my gratitude to you for so distinguished a participation.

I should also like to greet the representatives of organizations of the United Nations system and the observers from non-member states, intergovernmental organizations, international non-governmental organizations and foundations that have evinced an interest in following your proceedings. May I be allowed to express my personal gratitude to the Right Honorable Philip Noel-Baker, President of the International Council of Sport and Physical Education (ICSPE), as well as to the Deputy-President of ICSPE, Jean Borotra, who has always given Unesco the unstinting and invaluable support of his practical, far-sighted enthusiasm. I wish to pay special tribute to the cooperation which these two eminent figures and their coadjutors have given the Secretariat in the preparatory work for this Conference, the idea of which first came from them. Lastly, I am delighted to see among us Lord Killanin, President of the International Olympic Committee, to whom I extend a very warm welcome. His presence is proof of the friendly relations that have been established between Unesco and the Committee for the greatest good of the cause of sport.

As you know, ministerial-level conferences occupy an important place in Unesco's program; these conferences, some of which are regional, others worldwide in scope, enable the Organization to take stock of the situation in a given field, to stimulate concerted reflection among the Member States and, as a result of such reflection, to determine broad guidelines for action by governments and also by the Organization itself, since Unesco's action is relevant only if it corresponds as closely as possible to the needs felt by states.

Most of these conferences are subject to a certain periodicity. It is on this basis that Unesco organizes regional conferences of ministers in the fields of education, science and culture or, again, the International Conference on Education which makes it possible every two years to carry out a survey of the state of education in the world, while at the same time studying a subject whose importance has been recognized by Member States as a whole. There are also times when circumstances make the holding of an international conference desirable so as to enable governments to consult together on a problem which calls not only for concerted reflection on their part but also for a pooling of efforts and increased international cooperation. Such is the case with the present Conference, the background to which I should now like to sketch in.

As far back as 1952 Unesco first began to include in its program certain activities designed to promote the practice of sport. In this, it had the assistance of the International Council on Health, Physical Education and Recreation. Since 1965, the annual ceremony for the award of the Fair Play trophies instituted by the International Sporting Press Association and the International Council of Sport and Physical Education has been held at Unesco House, and has given the Organization the opportunity of being associated with a worldwide campaign whose objectives are in keeping with its moral vocation. However, it must be admitted that the activities undertaken directly by Unesco or under its auspices, whether in connection with meetings or publications, have generally been devoted to specific, narrowly delimited aspects of sports activity. By contrast, the present Conference represents the first outcome of a new departure on which the General Conference agreed at its Seventeenth Session when, by its resolution 1.221, it authorized the Director-General "to pursue and undertake activities designed to define a new conception of the curricula and structures of pre-primary, primary and secondary education with a view to ensuring interdisciplinary continuity in the spirit of life-long education and giving particular attention to . . . the integration into curricula of physical education." Lastly, at its Eighteenth Session by its resolution 1.2221, the General Conference, authorized me to convene the Conference where we are gathered together today.

This decision must be considered not as an isolated measure but as the application to the sphere with which we are here concerned of the conclusions drawn from a long process of ripening consideration with regard to education as a whole, culminating in the realization of its necessary continuity throughout life.

This conception of education as a lifelong process gives due weight to the diversity and multiplicity of educational activities, both at school and out of school, as well as to their interdependence. The aim must be to dovetail formal and informal education in their complementary

aspects, and it has become essential to rethink the initial phase of education insofar as it paves the way for the progressive development and enrichment of the personality throughout life. At the same time as it becomes lifelong, education becomes all-embracing, since it must enable the individual to cope with all the tasks, commitments and responsibilities which he will be called upon to shoulder at the different stages of his development and which will knit together to form the very web of his life. Transcending the multifarious functions and constraints by which men are torn today, it therefore aims at restoring the fundamental reality and unity of man's nature by surmounting the divisions that for too long have set off the learning period against working life, theoretical against practical education, individual aspirations against social integration and general education against training.

reflection where a broad consensus exists throughout the world concerning the concept of an education that will be lifelong, all-embracing and universal. What implications this has for physical education and sport is now for you to elucidate. In this connection, the need to recast curricula, to improve the education of teachers and instructors, to increase the number of facilities available and to step up resources comes naturally to mind. Indeed, these are so many pre-conditions for all progress in this sphere. However, over and above such partial, fragmentary measures, the primary aim should, in my view, be to rethink the role of physical education and sport in the training of each and every individual during the decisive years of youth, physical education and sport being considered as essential and complementary constituents of this formative process.

We are here confronted with the basic problem of ensuring the access of the greatest number, in other words, the democratization of education, a problem which faces the developed no less than the developing countries but which occurs in a particularly acute form in the latter.

A great number of young people do not, in fact, have access to school or leave school prematurely. However, they cannot be denied the benefits of so fundamental a thing as a basic training in physical exercise and sports activities. It would thus seem essential to devise measures whereby large groups of young people who have been excluded from the educational system may be given the physical and sports education they require to become all-round persons — no less in their childhood and early youth than in the later stages of their lives. Your discussions will therefore quite naturally be focused upon this fundamental question: how should physical and sports education be organized for young people of school or university age, whether they are attending an educational establishment or not? Physical education and sport should not, of course, be regarded as dissimilar

entities: conceptually and in practice, ways must be found of integrating and combining them in a single whole as elements in the education of young people, both in and out of school.

The problem you have to consider may be expressed in terms of a new conception of physical and sports education and the general provision of such education as a preparation for the lifelong practice of sport. I am aware that, when defined in this way, the theme does not cover all sports activities and that it would be arbitrary to set aside physical education and sports training for adults, leisure-time sport and high-level competitive sport. Indeed, you may wish to consider the possibility of holding other meetings to follow up this one, which would make it possible to take up the problem of sport as a whole at the regional or the international level. But the need to draw up an agenda suited to the length of a conference such as yours obliged us to limit its scope by selecting one coherent theme of fundamental importance. This we have attempted to do by setting the items for discussion in the context of lifelong education.

In a type of education which is designed to develop the all-round potential of the individual, there can be no good reason for the lowly place which is all too often allotted to the education of the body, when in fact the body provides the basis for the entire personality. Just as the purpose of general education is to bring all the individual's aptitudes into play and to gear them to the various situations which he/she will encounter in life, so physical education should lead on to the physical activity and the practice of sport in which every individual should engage throughout life. The practice of sport is emerging more and more clearly not only as a necessity to safeguard one's health and to occupy the growing leisure time made possible by technological progress, but also for the integrity of the human species, threatened by the industrial environment. The universal practice of sport is therefore both a right and a duty for every individual.

This ideal would, however, be merely utopian if education did not, at a very early age, provide an introduction to the practice of sport, viewed from the standpoint both of physical development and of attitudes and values. In other words, the importance and profound significance of sports activities must be made clear, interest in them must be developed, and the need for them stimulated.

A number of your countries have already made a move in this direction by allowing physical education and sport a greater place in the education of young people and by reassessing their functions. There are already signs of a very marked reaction against the prejudice tending to relegate physical education and sport to a secondary, inferior role. This prejudice, incidentally, often went hand in hand with the rather condescending attitude towards the arts which regarded them merely as social "accomplishments" or hobbies, and

indeed with a similar prejudice against anything else in education which did not appear to be closely enough linked with preparation for employment, or to be sufficiently profitable. This long neglect of physical eduction and sport seems to be explained by an excessively "intellectual" view of education, which placed far too high a value on its cognitive aspects and tended to separate the various aspects of the individual's development into compartments: the cognitive, the ethical, the aesthetic, the emotional and the physical.

It is generally known, however, that sport helps to form character, calls for unflinching will power, and tests endurance; but it has perhaps not been sufficiently realized that it calls upon all the faculties, achieving that fundamental unity of the human being, the recognition of which is the basis of all humanism. Can anyone seriously maintain that the performance of an athlete or the triumph of a team is the outcome of physical strength alone, rather than the culmination of a sustained intellectual effort to master a discipline, and the exercise of qualities of judgement and discernment? Surely triumph in sport is the reward not only for a judicious use of skills, but also for the long practice of self discipline which alone can bring success. Conducted in accordance with strict rules, sports activities take on a moral dimension, since those who practice sport must enjoy effort, be determined to excel, respect the winning or losing adversary, be modest and self-effacing in carrying out a collective task, and submit themselves honestly to the unimpeachable tests of the fastest race, the highest jump and the best throw. Anyone devoting oneself to sport thereby accepts the existence of values which transcend the individual and laws which he/she freely elects to obey. I know of no better ethical training for the young and no better preparation for life in society than an introduction to sport which gives the latter its full significance and turns all its educative virtues to account.

At the same time, as it is a form of expression which does not depend on language but is immediately intelligible to all, as it clearly demonstrates the fundamental equality among people and nations, and as it provides opportunities for encounters between individuals or teams from the most widely varying countries, sport both can and should prepare people to live together in a world at peace. From this viewpoint, it can be of outstanding help to the great causes among Unesco's essential objectives, such as the acceptance of cultural differences, international understanding and peace. Furthermore, physical expression can be seen to be inseparable from artistic expression, with which it is combined in a great many activities. It also helps to develop the aesthetic sense through communion with nature which accompanies the full exercise of physical abilities in the cool morning air or under the burning sun. It is an essential factor in that affective

balance and that feeling of security which any education worthy of the name should count among its major objectives.

Physical activity and sport thus call for an interdisciplinary approach, which is essential for the harmonious development of the individual. This was, incidentally, appreciated by the ancient cultures of Asia, Greece and the African countries, *inter alia*, which associated sports activities with singing, poetry and dancing, exalted the sense of the sacred in homage to the forces of nature, and combined colors and rhythms, sounds and movements, in festivity. It is, I repeat, that fundamental unity of man in harmony with the world which the practice of physical activity and sport should seek to re-create. In so doing, it can render enormous service to education as a whole, which has for too long been fragmented by a division into disciplines blinkered to the complexity of life.

An introduction to physical activity and sport, combined with the exercise of the intellectual faculties and with moral training, leads on naturally to the practice of sport in conformity with the ethical code which is so necessary to it. More than ever, it seems essential to restore the ideal which Pierre de Coubertin revived from the mists of time in all its radiant purity: that of the athlete striving the utmost to excel and, through such effort freely put forth, thrusting back the bounds imposed on the athlete by mankind's estate. I need not emphasize, since you all know it only too well, how far this ideal has been tarnished by the commercialization of sport; by social or economic elitism which, at the national level, often excludes the majority and, at the international level, keeps the peoples of the poorest countries apart; and by an aggressive chauvinism which sullies the legitimate pride that a national community may take in the successes achieved by its members.

I hope, therefore, that your Conference will make a point of reminding us that education *for* sport must go hand in hand with education *through* sport. The growing importance of sport as a feature of society and a phenomenon of civilization, the attraction it exerts over countless millions, when broadcast and boosted by the mass media, the enthusiasm it generates and the passions it unleashes, make such education essential. And it will not be complete and fully effective unless sport ceases to be regarded merely as a spectator event. Many countries have already taken practical action to meet this concern by organizing sport for all or by committing themselves to do so by joint statements drawn up at recent intergovernmental meetings. The champion will then cease to be regarded as a prototype or a star and will again become the leader of the immense cohort of those who share the champion's efforts and are stimulated by his/her example.

Far from being at variance with high level competitive sport, sport for all encourages it and gives it its full value.

Your Conference, which is certainly very short for the scope of the questions you have to discuss, will not be able to deal exhaustively with the substance of the matter or to enter into all the details. It would, for instance, be illusory to hope that the many technical or budgetary problems encountered, of which some, such as that of financial resources, are of decisive importance for any action to be undertaken, will be solved forthwith. Nevertheless, the task devolving on you is very important. At the present stage of thinking about the aims and purposes of education, the international community has to consider to what extent the existing situation with regard to physical education and sport is consistent with the goals assigned to educational systems, and by what means it may be possible to draw closer to those goals, both nationally and internationally.

With regard to the documentation submitted to you, the fact that the Organization was tackling a field which was relatively new to it, combined with the very great variation of circumstances, made it difficult to treat the subject exhaustively. The Secretariat has endeavored, nonetheless, to put before you an analysis, based on the replies to a questionnaire which Unesco sent out to its member states in July 1975, and I sincerely hope that this working paper will make your work easier.

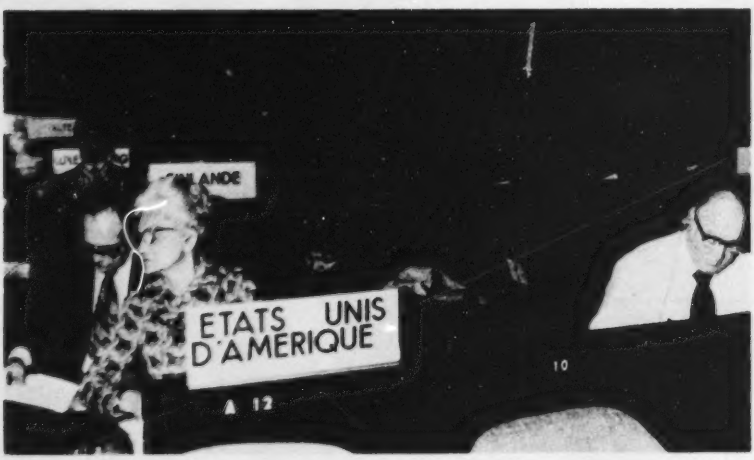
I shall now briefly review the agenda submitted to you. The first substantive item, item 6, bears on the "present situation of physical education and sports programs in the education of youth." It calls for the study of general ideas and also of organization and means. You may wish to discuss it together with the following item, number 7, entitled "Role to be played by physical education and sport in the education of youth in the perspective of lifelong education," which is concerned wth identifying the implications of the concept of all-round, democratic, lifelong education for the definition of the role of physical education and sport in the education of youth. These two items, which are both very general in character, could, if you agree, be discussed in plenary. When studying them, you will certainly make a point of bringing out, in the light of the experience gained in your respective countries, the problems which have to be solved if we are to give physical education and sport the new lines of emphasis which seem to you to be desirable.

Provision is made for two commissions to meet thereafter to examine, respectively, item 8 of the agenda — "Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport" — and item 9, bearing on "international cooperation for the promotion of physical education and

sport," a question calling for the study of exchanges of ideas, of experience and of persons, and also of financial cooperation.

Your Conference will, I am sure, wish to adopt practical recommendations on these various items. In my opinion, such recommendations might be divided into three broad categories. One group should advocate measures calculated to stimulate international cooperation. Another might put forward suggestions to Member States to guide their future action in regard to physical education and sport for the purposes of the education of the young. Finally, a third group of recommendations might be addressed to the Director-General of Unesco with a view to the establishment of the guiding principles to be followed by the Organization in drawing up and carrying out its program.

Your discussions, which will I am sure, serve the causes of sport and of education alike, will contribute among other things to determining the measures and lines of emphasis most likely to bring the practice of sport into line with the ideal which should inspire it. Sport cannot, in fact, make its contribution as a disinterested activity unless an appropriate form of education, comprising both physical training and theoretical and ethical instruction, is provided at an early age. An all-round education in regard to physical training and sport is accordingly essential if sport is to be practiced along with the virtues which are its justification. The sense of fair play and the Olympic ideal can be inculcated by education, which itself reflects a certain pattern of civilization.



Members of the American Delegation at work. From left to right, Dr. Carl A. Troester, Jr., Dr. Leona Holbrook, Miss Wanda Jubb, Mr. Simon A. McNeely.

The responsibility of education in regard to sport, and the fundamental part that physical and sports education should play in education in general, seems to me to be the central themes which will give continuity and coherence to your discussions. Enshrining its own ethic, producing physiological and mental balance, providing a deep source of joy for its adepts and, when practiced in a generous spirit, constituting a powerful factor for social integration and international understanding, sport closely associated with physical education must, where this is not already the case, become not only an essential item in school and university curricula but also a cultural factor fostering modern humanism. All those who wish to help in building up the learning society we are beginning to glimpse on the far horizon must give sport the prominent place which is its due, since it offers us the best possible example of continuity in effort, an exhilarating but well-ordered life, the sense of peace within oneself, with others and with nature, unity regained. And there is nothing which can extend this still ideal learning society to the scale of the whole world, as the common homeland of the brotherhood of man, so well as sport. That is the aim I would set for your discussions.

Address, Final Plenary Session

Amadou-Mahtar M'Bow,
Director-General, Unesco

Mr. President, Your Excellencies, Ladies and Gentlemen,

At this closing meeting, when your work is all but done, I should like to say how much I deplore my inability to attend all your discussions, as I should have liked to do. I had to go to Geneva to take part in the proceedings of the United Nations Administrative Committee on Coordination which prevented me, to my great regret, from joining you during these days which I know, have been active and fruitful.

Your Conference bore on a subject that is vital to the development and regeneration of education. Moreover, it is the first of its kind to have been organized by Unesco, and for this reason alone, its proceedings deserve to be studied with particular attention. This is what I have endeavored to do, with the help of my colleagues who assisted you during the plenary meetings and in the deliberations of the Commissions. I have thus had an opportuniy to get some idea of the atmosphere of understanding that prevailed during your discussions and to take note of the interesting and fertile arguments that were put forward. And, difficult though it is at this stage to grasp all that may be learned from such thought-provoking discussions, I should like, nevertheless, if not to sum up their outcome, at least to indicate certain main lines of emphasis that appear to have emerged and that have great significance not only for a better understanding of the subjects you examined but also, in more practical terms, for the improvement of the work being done by your governments and by Unesco itself to ensure that education and sport make their contribu-

tion to the education of youth, in the context of lifelong education.

With regard to your work, I should like to say how much I have appreciated the enthusiastic and unanimous support you have given to Unesco's initiative. This support has been evidenced in particular by the presence of delegations of over 100 Member States and of some 20 international non-governmental organizations, as also by the eminence of those attending. Moreover, the constructive and serene nature of your discussions testifies to the fact that this Conference answered a need that was strongly felt by the international community, and that it has been a turning point. Thanks to the firm position you have taken, physical education and sport will henceforth be recognized as an essential part of everyone's education, from the initial stage on. As several ministers here have stressed, the future of sport lies in the school, or at school age; that is where it is determined.

I noted with satisfaction that you fully endorsed the notion that physical and sports education play their part in the harmonious development of an all-round human being, and it was with the keenest interest that I took cognizance of the declaration in which you enshrined this concept. To my mind, it is a decisive step in the progress of ideas, formulating as it does a number of principles which had never before been so clearly enunciated at an international forum. In this connection, I wish to assure you that I shall bear in mind the view you expressed that Unesco should prepare an international Charter on Physical Education and Sport whose provisions the Organization would invite member states to implement.

Moreover, your deliberations have confirmed our belief that physical education and sport are a most suitable area to international cooperation, which alone can assure not only exchange of views and pooling of experience but also access of all peoples to activities that are vital to the development of national communities. The realistic nature of your discussions, which was to be expected of senior officials accustomed to grappling with everyday problems, was accompanied by a remarkable loftiness of vision. It is significant you stressed that physical education and sport are linked to both culture and development, emphasizing that the idea of all-round, lifelong and democratized education means programs must be planned from an interdisciplinary standpoint in conjunction with the other components of intellectual, ethical and aesthetic education. The ideas you expressed and the proposals you put forward on this subject are fully in line with the objectives of the new international economic and social order. In my view, the term "a new sports order" that has been used reflects a profound truth. Like other activities, sport, for which education serves as a preparation, must be conceived in terms of lofty objectives and governed by an ethic whose major features are the equality of men and nations and mutual respect between them.

There is another aspect of international cooperation to which you attached great importance — and rightly so. I refer to the special effort that the community of nations should make to enable those of its members who lack the necessary means — and there are all too many who do — to give their children from school age on a chance to take part in sports activities. There will be countless opportunities for such cooperation, which should be first instituted at the regional level, in the provision of infrastructures and facilities and the training of teaching and supervisory staff. You yourselves have recommended the establishment of regional or sub-regional institutions for the training of staff. Of course such cooperation must not take the form of a mere transfer of resources or personnel. As in Unesco's other fields of competence, it must be aimed, as you quite rightly pointed out, at promoting endogenous development which will reflect each country's situation, its needs and its cultural traditions in the matter of education and sport. Your suggestion that traditional games and sports should be restored to the place of honor they once held is in line with this idea.

You have made some extremely judicious proposals concerning other aspects of international cooperation, particularly in connection with methods of organization and coordination. Here again, the attitude you have adopted is, in my view, very well balanced and wise. On the one hand, you paid tribute to the role played by non-governmental organizations and sports associations and made a point of recognizing and protecting their interdependence, frequently jeopardized by the various forms of exploitation to which sport is all too apt to lend itself. On the other hand, you acknowledged the obligations of your governments in a sphere both aspects of which — education and sport — are their responsibility and require major financial sacrifices on their part. It was in this spirit that you recommended the establishment within Unesco of a permanent intergovernmental unit or body whose function would be not only to give effect to the recommendations of your Conference but also to constitute a forum for reflection and discussion, to prepare a program of action and, if necessary, to coordinate international or regional activities designed to promote and develop physical education and sport.

However, your desire to work for the future and to lay the bases for systematic and sustained action did not stop there. For you expressed the view that the conclusions of your Conference should be regarded not as a culmination, but as a starting point. Being desirous — as you quite rightly are — that your proposals should be effectively followed up, you voiced the opinion that further international or regional meetings should be organized. I fully share this desire to ensure continuity, which is a principle observed by Unesco in all its major fields of activity. I consider it to be particularly justified in this case, by virtue not only of the importance of the subjects with which you have

dealt but also of the excellence of your work and the clarity of the views you have expressed.

I am of course well aware that these recommendations, as you yourselves stressed, entail strengthening the resources that the Organization should devote to physical education and sport. The same is true of another category of tasks with which you wish to entrust Unesco, namely, the exchange of information and results of experiments, the fostering of research on a number of important questions and the compilation of lists of works and studies on physical education, as well as of films, either scientific or for general popular consumption, on physical education and sport. The carrying out of all these activities, which are to my mind highly desirable, will naturally be contingent upon the volume of resources that Member States are willing to put at my disposal, either under the regular Program or by means of certain extra-budgetary financing arrangements to which you yourselves referred when you advocated the setting up of an international fund for the development of physical education and sport. In this connection, I noted with satisfaction the statement made a short while ago by the Secretary of State for Youth and Sport of Morocco to the effect that the King of Morocco has pledged $50,000 to this fund, the establishment of which I shall propose to the General Conference at its next session. I ask the Secretary of State to express our deepest gratitude to His Majesty King Hassan II. I shall of course report to the General Conference at its next session on these different matters, and on your work in general, and I can assure you that in bringing to its notice the recommendations that you have adopted I shall stress the great importance I attach to the results you have achieved.

In conclusion, I should like to deal briefly with two points of national rather than international interest. The first is that the concept of lifelong education entails the adoption of integrated physical education and sports policies that will put an end to the discontinuity so often observed between the physical and sports education provided at school and the practice of sport outside school. The second point is that physical and sports education should prepare people to engage freely in mass sports instead of being spectators. In the final analysis, our aim should be to increase the proportion of active sportsmen and sportswomen in every country who voluntarily practice their sport for the sake of both pleasure and health.

At the close of your deliberations — an extremely heavy week's work, but one crowned by results which, I am convinced, will make your efforts well worthwhile — it is for me a pleasant duty to extend to you my warmest and most sincere gratitude for the contribution that you have made to the work of the Organization. Through the

broad agreement you reached at the very start of this Conference and have maintained throughout its course, you have shown that cooperation is possible when it is based on the will to find a solution to the major problems that all countries have to deal with. May the wisdom, the realism, the mutual respect and the spirit of international fellowship that have inspired you be manifest on many other occasions! You have mapped out a new path for Unesco. It is my hope that together we may make rapid strides along it, for the good of all nations and all men.

Closing Address

Abdallah Fadel
Minister for Youth and Sport, Algeria

Mr. Director-General, Your Excellencies, Distinguished Delegates, Ladies and Gentlemen,

We have now reached the end of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, which was convened to study the role of physical education and sport in the education of youth.

This First International Conference is, as you have all emphasized, an event which will be a milestone in the history of physical education and sport.

The Director-General of Unesco and, following him, His Excellency the Secretary of State for Youth and Sport of the French Republic — the former in his opening address, the latter in his general report — have reminded us of the different stages that led to our meeting under Unesco's auspices.

A lengthy process of reflection and action lasting from the meeting held by Unesco in Helsinki in 1952, until now — April 1976 — has brought us here today to ponder the role of physical education and sport in the education of youth, in the context of lifelong education.

After a week spent in collective thinking and in the rewarding and fruitful exchange of ideas, marked by frankness, courtesy and mutual understanding, I believe we now have the conditions needed to ensure that this first conference is the starting point of a process of the regular development of physical education and sport, a system of training

young people that is part and parcel of the overall education system and of lifelong education.

Mr. Director-General,
Your Excellencies,
Ladies and Gentlemen,

The delegates of 101 Member-States and associate members and the observers of one non-Member State, two intergovernmental organizations and 16 international non-governmental organizations have taken part in the Conference or attended its proceedings. These figures testify to the importance attached to it. Moreover, the high level of our deliberations is the best possible token of the calibre of the members of each delegation and of their heartfelt desire to arrive at practical conclusions.

The Rapporteurs of the two Commissions and the Rapporteur-General of our Conference have given, in their respective spheres, a general account of our discussions, and have read out the relevant recommendations that you formulated, with a view to defining more precisely the substance of the national strategies required to promote physical education and sport and those needed for the purpose of defining and practicing international cooperation in the sphere with which we are concerned.

It would be inappropriate as well as pointless for me to go over once more what has already been said so cogently. I shall therefore merely mention the most important conclusions we have reached.

First, there is the fact that all governments, for reasons which, though different, are related, attach importance to physical education and sport, which can thus be considered as a system which is an integral part of the overall system of education and training of young people.

It is on this basis that the right of everyone to engage in physical education and sport was proclaimed.

The national policies and strategies based on the enjoyment of this right should be designed to prevent any imbalance between physical education and sport and to ensure that these two activities complement each other harmoniously.

If these policies and strategies are to be completely coherent, they must also be integrated into our countries' overall developmental policies, every attention being paid to our basic political views.

The implementation of these policies will require not only that the resources of all kinds needed to attain the objectives set, be mobilized at the national level, but also that the main lines of international cooperation in the field of physical education and sport be clearly defined.

The general principles governing such cooperation have been clearly identified by Commission II, whose work has, moreover, enabled us to formulate a series of major measures, as for example, the preparation of an international charter of physical education and sport and the setting up in the near future, within Unesco, of the structures and bodies necessary for its progressive application.

It was inevitable, since education and sport constitute a system that is of a piece, that our Conference should address itself to the problems affecting the relationship between public authorities and non-governmental organizations.

A sincere tribute was paid to the men and women who, as voluntary workers, have helped to direct the activities of these various organizations set up to promote physical education and sport.

However, attention was also drawn to the need to establish, within the international sports movement, a new world sports order modelled on the principles of the new international economic order adopted by the United Nations, and based on that of the democratization not only of the practice of sport but also of the exercise of power within the international sports organizations.

As our Rapporteur-General remarked on behalf of you all, "international cooperation, thus strengthened and enhanced, in fact corresponds, in the field of physical education and sport, to the concept of a new international, economic, social and cultural order."

The success of this First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport has been made possible by the clearly expressed determination of all Member States to work out practical solutions.

It is also the fruit of the spirit of mutual understanding and respect that has prevailed throughout our discussions, which has greatly facilitated the task of all the members of the Steering Committee.

It is due, lastly, to the unfaltering determination of the Director-General of Unesco, to his clear-sighted humanism, depth of mind and commitment to the service of mankind.

Permit me, on behalf of us all, to express to him, as also to the entire staff of the Secretariat, our warmest thanks and our deepest gratitude for their excellent organization of our work and the devotion and readiness to help that they have shown towards us.

As our discussions draw to their close, may I express my belief that we have made a modest contribution to the cause of sport and education, serving it as Mr. M'Bow enjoined us to do at the opening of this Conference.

We share his conviction that sport, closely associated with physical education, must become "a cultural factor fostering modern humanism," and one of the means of establishing among all men a fraternal

dialogue capable of helping to strengthen international fellowship and world peace.

Lastly, I would not wish to end my address without thanking you from the bottom of my heart for the confidence you have shown in me and for all the help you have constantly given me so that I might accomplish my task to the full.

On behalf of you all, I declare the proceedings of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport to be closed.

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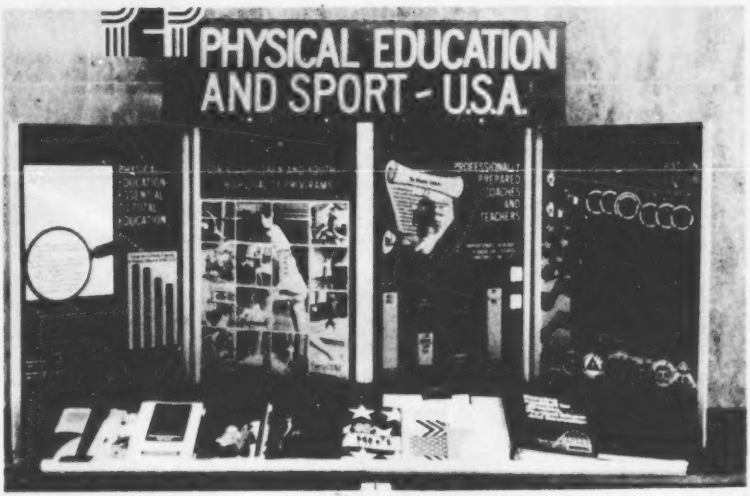

Display of American delegation at Unesco Conference.